Patterson High School

Teacher: Megan Nichols Lesson Date: Tuesday, November 22

Subject: Psychology Unit Title: Lifespan and development

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  **CLG Three: Parenting styles and gender development (2 days)** | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will be able to analyze the extent to which nature v. nurture influences gender development by participating in an exploration activity, writing a journal entry, taking guided notes, developing assessment questions, and beginning a persuasive + reflective essay. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
|  | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will answer the following question posted on the PP slide in their journal:  *Greetings, earthlings. We have noticed that there are two sorts of human, women and men. How are they different?* | |  |
|  | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will lead students through the attached exploratory lesson on the development of gender stereotypes (see attached lesson activity). | |  |
|  | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will transition from the activity to a PP slide for students to take notes on sex, gender and gender stereotypes. (see attached slides). | |  |
|  | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Covered in exploration activity. | |  |
|  | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Covered in exploration. | |  |
|  | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Journal reflection from exploration lesson + exit ticket. | |  |
|  | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Exit ticket (see attached). | |  |
|  | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)* | |  |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* | |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.08 Exit Ticket**

**Describe each of the following terms:**

1. **Sex**
2. **Gender**
3. **Sex-role stereotypes**

**In two well-developed paragraphs, analyze if children (we will cover adolescents next week)** **develop their gender identity more from nature or from nurture. Use your background knowledge, activities from class, etc. to support your claim.**

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